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AUTHOR Adiv, Ellen
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ABSTRACT

A study was carried out to assess the French language proficiency of students enrolled in two different programs at the kindergarten level in Montreal: an early immersion program and a "class d'accueil" program. Three groups of students were tested: (1) an early immersion class; (2) a "classe d'accueil," or class for immigrant children, located in a French school; and (3) a "class d'accueil" located in an English school. A group of francophone students was included for comparison purposes. French language proficiency was measured by an oral comprehension test, an elicited imitation test, and an oral production test. Analysis of the data yielded the following results: (1) there were no significant differences between the immersion group and the two "accueil" groups on the oral comprehension test, (2) both "accueil" groups scored higher than the immersion group on the elicited imitation test and on most measures of the oral production test, and (3) the "accueil" group located in a French school produced more syntactic units than the "accueil" group located in an English school. Otherwise there were no significant differences between these two groups. Some possible reasons for the differences between the immersion group and the "accueil" groups are discussed. Copies of the tests used are appended. (Author/AMH)

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A Comparison of Early Immersion and Classes d'Accueil Programs at the Kindergarten Level

Ellen Adiv

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A Comparison of Early Immersion and Classes d'Accueil Programs at the Kindergarten Level

The purpose of this survey was to assess the French language proficiency of students enrolled in two different programs at the kindergarten level: an early immersion program and a classe d'accueil program. Three groups of students were tested: 1) an early immersion class, 2) a classe d'accueil located in an English school, 3) a classe d'accueil located in a French school. A group of francophone students was included for comparison purposes.

French language proficiency was measured by the following test battery: an oral comprehension test, an elicited imitation test and an oral production test. It was concluded that: 1) there were no significant differences between the immersion group and the two accueil groups on the oral comprehension test, 2) both accueil groups scored higher than the immersion group on the elicited imitation test and on most measures of the oral production test, 3) the accueil group located in a French school produced more syntactic units than the accueil group located in an English school. Otherwise, there were no significant differences between these two groups. Possible reasons for the differences between the immersion group and the accueil groups are discussed in the last section of the report.

Evaluation comparative du programme d'immersion primaire et des classes d'accueil au niveau de la maternelle

Ellen Adiv

Bureau des écoles protestantes
du grand Montréal

Le but de ces travaux de recherche a été d'évaluer l'habilité linguistique en français des élèves participant à deux programmes différents au niveau de la maternelle: un programme d'immersion primaire et un programme de classes d'accueil. Trois classes ont été incluses dans cette évaluation: (1) une classe d'immersion primaire, (2) une classe d'accueil située dans une école anglophone, (3) une classe d'accueil située dans une école francophone. Une classe d'élèves francophones a été incluse dans l'évaluation pour fins de comparaison.

L'habilité linguistique en français a été évaluée en administrant les tests suivants: un test de compréhension auditive, un test d'imitation des phrases et un test de production orale. On est arrivé aux conclusions suivantes: 1) il n'y avait pas de différence significative entre les résultats des élèves d'immersion primaire et ceux des élèves des classes d'accueil au test de compréhension auditive; 2) les résultats du test d'imitation des phrases et du test de production orale des deux classes d'accueil étaient supérieurs à ceux des élèves d'immersion; 3) les élèves de la classe d'accueil située dans un milieu francophone ont produit plus d'unités syntactiques que les élèves de la classe d'accueil située dans un milieu anglophone. Autrement, il n'y avait pas de

différence significative entre ces deux groupes. Les facteurs qui pourraient causer la différence entre les élèves d'immersion primaire et les élèves des classes d'accueil sont exposés dans ce rapport.

The early French immersion program was inaugurated at the Protestant School Board of Greater Montreal (P.S.B.G.M.) in 1967 and has continued to grow so that during the 1978-1979 academic year there were 30 French immersion classes operating at the kindergarten level. The French immersion programs offered by the P.S.B.G.M. have been systematically evaluated in terms of second language learning and academic achievement in grades one through six (for a complete overview see Genesee, 1978). At the kindergarten level, students enrolled in the 1970-1971 academic year were assessed on a battery of tests designed to evaluate skills in the auditory processing of language and IQ (Polich, Note 1). However, no assessment was made of the kindergarten students' oral comprehension and production skills in French. The purpose of the present study is to evaluate the linguistic proficiency of students enrolled in a French immersion kindergarten and to compare the results obtained from this evaluation with those obtained by children enrolled in the more recently established classes d'accueil at the same grade level.

The Programs

1) The Early Immersion Program

As in the regular kindergarten classes of the P.S.B.G.M., the children in the early immersion program attend classes for half a day. During that time, the teacher, a native or near native French speaker, addresses the children only in French and the children are encouraged to respond in French. The curriculum is a regular kindergarten curriculum, but, in order to enable the children to function in the second language, many of the activities are

structured so as to maximize the development of linguistic skills in French. It should be noted that the early immersion classes are located within an English-speaking elementary school. Hence, outside the classroom the school environment is predominantly English.

2) The classes d'accueil

These classes were inaugurated at the P.S.B.G.M. in September, 1976 and are designed for immigrant students and students who under Bill 101 must attend a regular French school. The purpose of the classe d'accueil is to prepare the student to follow a regular French program at the grade level appropriate to his or her age. The classe d'accueil program is a full-day program; consequently, students at the kindergarten level have 50% more classroom instruction in French than immersion students at the same grade level. The materials and methodology for teaching the second language are the same in the two programs at that grade level, but the additional class time in the classe d'accueil program allows for more exposure to, and practice in, the language. Some classes d'accueil are situated in regular English schools. For students in these classes, there is little or no exposure to French outside the classroom, at least within the school milieu. This environment is similar to that encountered by immersion students. Other classes d'accueil are situated within French schools and, in some cases, they are partially integrated into the regular French program. The students in these classes benefit, therefore, from additional exposure to French as well as from contacts with native French speaking peers.

Method

The Samples

Four groups of kindergarten students participated in the present evaluation:

1) One immersion class located in an English milieu (hereafter, Immersion group). All the students who attended this class were native English speakers.
2) One classe d'accueil located within a regular English school (hereafter Accueil I group). Students from six different linguistic backgrounds attended this class. There were only four native English speakers, though 50% of the students spoke English aside from their native tongue.
3) One classe d'accueil located in a regular French school (hereafter Accueil II group). Most of the students who attended this class spoke Greek as their native tongue. There were no native English speakers, though all of the students spoke some English. As part of their program, the students in this group spent half an hour daily in the regular francophone kindergarten of the school where their classe d'accueil was located. However, it should be noted that this particular group of students attended class for half a day only.
4) One class of francophone students who served as a control group (hereafter French control group). The francophone students attended the same school as the Accueil II students. Almost none of the francophone children spoke any English.

The number of students varied across the four groups. The immersion group had the largest number of students and the Accueil II group had the

smallest number of students. A summary of the exact sample sizes is presented in Table 1. All the students were administered the Coloured Progressive Matrices test (revised order, Raven 1956) in order to obtain an index of mental ability for each student.

The test battery

The following French language tests were administered:(1) French comprehension test, (2) elicited imitation test, (3) oral production test.

(1) French comprehension test (Primer)

This test was developed by the Ontario Institute for Studies in Education (Barik, 1977). It is designed to measure comprehension skills of students completing the kindergarten year of an early French immersion program. It consists of three parts. In part I, the students had to select the picture that corresponded to a word or sentence presented orally. In part 2, the students had to select the picture that answered a question presented orally. In part 3, short stories were read orally. Each story was followed by a number of questions also presented orally. For each question the student had to select the picture that represented the correct answer. In each case, the correct picture had to be chosen from four alternatives. In all, the test comprised 45 items. Each part was scored separately and the scores of the three parts were then added together for each student. Both the total scores and the scores of each subtest were considered in the analysis of the results.

(2) Elicited Imitation Test

This test was first used by Naiman (1974) to measure second language proficiency. It consists of a number of sentences sufficiently long so as to exceed the learner's short term memory. Each sentence is presented orally either on tape or directly by the tester and the student is asked after each sentence to repeat what he has heard.

In the present study, 10 sentences were constructed preserving the sentence length from the first part of the elicited imitation test developed by Naiman and his associates for use in French immersion schools (see Andreani et al., Note 2). For scoring purposes each sentence was divided into syntactic units. The test contained a total of 34 syntactic units. Each syntactic unit was scored either as correct or incorrect. Each student's score consisted of the total number of correct syntactic units he or she had produced.

(3) Oral Production Test

This test was developed by the research department of the P.S.B.G.M. It consists of two sets of objects (blocks and crayons) and of 11 pictures. The last two pictures are subdivided into six pictures each so that each set of six pictures makes up a story. The pictures are constructed so as to elicit syntactic units containing subject-verb and subject-verb-object relationships. The students were asked to narrate what they saw in each picture. When students did not respond, additional questions were asked. The questions were, however, worded so as not to provide the student with the vocabulary that was to be elicited. The objects were used to elicit additional adjectives.

In analyzing the results, six measures, some of which had been adapted from Andreani et al. (Note 2), were used: a) the number of syntactic units, b) the mean length of an utterance, c) the mean value of a syntactic unit, d) the average complexity of a syntactic unit e) lexical errors f) the proportion of questions answered.

a) The number of syntactic units referred to the number of utterances produced in French. An utterance was defined as a simple sentence. In case a sentence was incomplete but acceptable within the context, it was counted as a syntactic unit. For each student, the total number of syntactic units was counted. Utterances which were entirely in English were eliminated.

b) The mean length of a syntactic unit referred to the average number of words used per syntactic unit. The total number of words produced by each student was counted and divided by the number of syntactic units produced by that student.

c) The mean value of a syntactic unit . The purpose of this measure was to evaluate the children's ability to speak French beyond the minimal responses elicited by the tester's questions. A score of (2) was given for a complete syntactic unit, i.e. if the syntactic unit was a complete simple sentence. A score of (1) was given if the syntactic unit was either semantically or syntactically incomplete even though it was contextually acceptable. A score of (0) was given when there was no response to the stimulus or when the entire utterance was given in English. Each student's total score was then divided by the number of syntactic units produced by that student.

d) The average complexity of a syntactic unit. The number of syntactic relations attached to the verb, such as subject-verb, object-verb, prepositional phrase, etc. was counted. The verb could be either present in the utterance or understood from the context. The total number of syntactic relations produced by a student was then divided by the total number of syntactic units produced by that student.

e) Lexical errors. A lexical error was defined as the production of an incorrect word within the utterance and included the use of English words within a French utterance. The use of a word or a structure which altered the meaning of that utterance in a way that made the utterance incorrect within the context was also counted as a lexical error. The total number of lexical errors produced by each student was divided by the total number of words produced by that student.

f) The proportion of questions answered. The purpose of this measure was to assess the students' ability to function in a communicative situation in French. Responses which were produced entirely in English were scored as "no response." Each student's total number of responses was scored and divided by the number of questions asked by the tester.

Testing procedures

All the tests were administered in May and June of 1979. The comprehension tests were administered to groups of 10 students. Each group was tested in a separate classroom by a bilingual tester. Each testing session lasted 40 minutes. All test items were presented in French, though the

general instructions were given in English to the Immersion group and in both, English and French to the two Accueil groups. Instructions to the French control group were given in French. The tester made sure that all the students understood the instructions. The elicited imitation test and the oral production test were administered individually by the same testers and each session was tape recorded. The responses to the elicited imitation test were scored directly from the tapes. The oral production tests were transcribed for further analysis.

Results

The students' scores on the Raven's Coloured Progressive Matrices test were analyzed first, using an analysis of variance procedure (least squares solution). The main variable was kindergarten group: Immersion, Accueil I, Accueil II, French controls. The analysis revealed no significant differences among the four groups (Table 2). There is, thus, no reason to believe that intellectual ability was a factor affecting the results of the French language test results.

The French language test scores were analyzed next using the same analysis of variance procedure. Except in the case of two subtests of the oral production tests, the raw scores of the test results were used in the statistical analysis. All the test results are summarized in Table 3. In the case of the two above mentioned subtests (lexical errors and percentage of questions answered) the raw scores were converted using the $y = 2 \arcsin \sqrt{x}$ transformation. The results of the statistical analysis of these two subtests are based on the transformed scores. For more meaningful interpretation of these results, the raw scores are presented in parentheses above the transformed scores.

1) French comprehension test

The comparison between the Immersion group and the other three groups shows that the Immersion group ($\bar{X}$ = 30.10) scored significantly lower than the French control group ($\bar{X}$ = 39.25) on the total score of the comprehension test (maximum score 45). There were no other significant differences among the four groups on the total score of this test. The scores for the two Accueil groups were: Accueil I, $\bar{X}$ = 33.60; Accueil II, $\bar{X}$ = 32.29 (Table 3). The Immersion group also scored significantly lower than the French control group on subtests I and III of the comprehension test. Here again, there were no other significant differences among the four groups. Finally, on subtest II of the comprehension test there were no significant differences among the four groups. Thus, on none of the comprehension tests did the performance of the Immersion group differ significantly from that of the Accueil groups.

2) Elicited Imitation Test

The Immersion group ($\bar{X}$ = 13.78) scored significantly lower on this test than the two Accueil groups, who, in turn, scored significantly lower than the French control group ($\bar{X}$ = 30.41). There was no significant difference between the Accueil I group ($\bar{X}$ = 25.14) and the Accueil II group ($\bar{X}$ = 23.00). In summary, the rank order of performance for this test, going from highest to lowest scores, is: (1) French controls, (2) Accueil I / Accueil II, (3) Immersion.

3) Oral Production Test

a) Number of syntactic units. As noted above, a syntactic unit refers to an utterance which is a complete statement within the context in which it is given. The comparison of the four groups on this measure shows that the Immersion group ($\bar{X}$ = 21.33) produced significantly fewer syntactic units than the other three groups. The Accueil II group ($\bar{X}$ = 36.57) produced significantly more syntactic units than the Accueil I group ($\bar{X}$ = 28.93). There was virtually no difference between the number of syntactic units produced by the Accueil II group and the French control group ($\bar{X}$ = 36.42).

b) Mean length of a syntactic unit. There were a number of significant differences among the groups on this measure. The mean length of the syntactic units produced by the Immersion group ($\bar{X}$ = 2.71) was significantly shorter than those produced by the Accueil II group ($\bar{X}$ = 3.81) and by the French control group ($\bar{X}$ = 4.03). The mean length of the syntactic units produced by the Accueil I group ($\bar{X}$ = 3.22) was significantly shorter than that of the syntactic units produced by the French control group. There were no significant differences between the Immersion group and the Accueil I group. Similarly there were no significant differences between the Accueil II group and the French control group.

c) Mean value of a syntactic unit. As noted above the purpose of this measure was to distinguish between complete and incomplete responses, as well as responses given in English. The maximum score was 2. Here the Immersion group ($\bar{X}$ = 1.41) scored significantly lower than the three other groups. There were no significant differences among the other three groups. The scores for the other groups were: Accueil I, $\bar{X}$ = 1.78; Accueil II, $\bar{X}$ = 1.73; French controls, $\bar{X}$ = 1.89.

d) Average complexity of a syntactic unit. The results of this subtest show that the Immersion group ($\overline{X}$ = 1.27) scored, once again, significantly lower than the three other groups. The Accueil I group ($\overline{X}$ = 1.72), however, also scored significantly lower than the French control group ($\overline{X}$ = 2.16). There was no significant difference between the French control group and the Accueil II group ($\overline{X}$ = 1.90).

e) Lexical errors. As noted above, lexical errors were expressed as ratios obtained by dividing the total number of errors by the total number of words produced by each student. The results show that the French control group produced significantly fewer errors ($\overline{X}$ = 0.008) than the three other groups. There were no other significant differences. It is of interest to note that numerically the Accueil I group produced the highest error ratio ($\overline{X}$ = 0.10), followed by the Immersion group ($\overline{X}$ = 0.07) and the Accueil II group ($\overline{X}$ = 0.06). Closer examination of the data revealed some interesting qualitative differences in the lexical errors produced by the three non-francophone groups. For the Immersion group the use of English words was the most frequent type of lexical error. Sometimes entire parts of the sentence were in English, e.g.,

*La fille in the bed. "The girl (is) in the bed."

and sometimes a single word was interjected in the middle of a sentence, e.g.,

*Il pousse la balle to the la fille.
"He pushes the ball to the girl."

The students in the Accueil I group also substituted some English words for the required French ones. By contrast, the students in the Accueil II group rarely used English words. Their errors consisted mainly of the substitution

of incorrect French lexical items. Sometimes, these errors were due to the overextension of meaning of a familiar word to new contexts, e.g.,

*La chaise écrasée. "The chair is broken."
(La chaise est cassée.)

Sometimes the error was caused by a phonological approximation, e.g.,

*Il crache la chaise. "He breaks the chair."
(Il casse la chaise.)

*Le nours /nours/ "The bear."
(L'ours)

A frequent error was the substitution of pourquoi for parce que, e.g.,

Tester: Pourquoi mange-t-elle de ce bol et pas de celui-là?
Why does she eat from this bowl and not from that one

Child: *Pourquoi ça c'est beaucoup. "Because this(one) contains much."
(Parce que là il y a beaucoup de gruau).

It is of interest to note that, whereas the first two types of errors were also made by some of the Accueil I students, the third type of error was made only by the Accueil II students. Since most of these students were of similar linguistic background, it is possible that this error is caused by mother tongue interference.

d) Proportion of questions answered. Here again, the results are expressed as ratios and the maximum score is therefore 1.00. The Immersion group ($\overline{X} = 0.68$) scored significantly lower than the other three groups on this measure. The Accueil I group ($\overline{X} = 0.93$) scored significantly lower than the French control group ($\overline{X} = 1.00$). There was no significant difference between the French control group and the Accueil II group ($\overline{X} = 0.96$). It is of interest to note that the French control students responded to all the

questions asked. Similarly, both Accueil I students and Accueil II students answered most of the questions, whereas the Immersion students frequently left questions unanswered. This was not due to their misunderstanding what was being asked since they were always able to provide the answers in English when asked to do so and, in fact, sometimes did so on their own accord. These findings suggest that the Immersion students frequently lacked the appropriate vocabulary to express themselves in French.

To summarize, on all measures of the oral production test the Immersion group scored lowest of the four groups. Their verbal performance was characterized by fewer and shorter utterances, less complex syntactic structures and the frequent use of English words. The Accueil I group ranked next lowest and the Accueil II group ranked closest to the French control group.

Summary and Discussion

The following results emerged from the present evaluation.

1) The Immersion group scored lower than the French control group on practically every measure of evaluation.
2) There was no significant difference between the Immersion group and the two Accueil groups on any measure of the comprehension test.
3) The Immersion group scored lower than the two Accueil groups on the elicited imitation test and on most measures of the production test.
4) There was no significant difference between the Accueil I and the Accueil II groups on any of the test measures except for the number of syntactic units produced.

5) There were no significant differences between the two Accueil groups and the French control group on any measure of the comprehension test.

6) There were no significant differences between the Accueil II group and the French control group on any measure of the oral production test except for the proportion of errors produced.

Prior to discussing the issues pertaining to the comparison of the four different groups evaluated in the present study, it is of interest to note that the Immersion students' performance under testing conditions seems comparable to that generally observed in the classroom. Tucker and Cziko (1978) note: "By the end of the school year most (children) have built up an extensive recognition vocabulary and attempt to use single French vocabulary items as well as occasional short sentences. Productive skills vary considerably from one child to the next, but all are able to comprehend, without difficulty, simple children's stories as well as their teacher's directions." (pp. 6-7).

The finding that the Immersion students' ability to comprehend exceeds their ability to speak in French is reflected in the results of the present study, which show that there was no significant difference between the Immersion group and the two Accueil groups on the comprehension test, whereas there were significant differences between these groups on the production tests.

With regard to the production skills, the results of the present evaluation show that the Immersion students produced significantly shorter and less complex utterances than the students in the two Accueil groups. However, it should be noted that many of the utterances elicited were longer than the one-word items noted by Tucker and Cziko.

In comparing the Immersion group to the two Accueil groups, it has to be kept in mind that the Accueil groups differed from one another in certain respects. It is therefore of interest to compare the Immersion group with each of the Accueil groups separately in order to assess the influence of the different variables that characterize each group. The comparison between the Immersion group and the Accueil I group which had 50% more class time in French suggests that the difference in performance between the two groups may be largely attributable to the intensity of the program. On the other hand, the comparison between the Immersion group and the Accueil II group, which attended a half-day partially integrated program, shows similar results. In fact the failure to find significant differences between the Accueil I group and the Accueil II group suggests that, although greater proficiency in French can be achieved in a more intense program, the additional classroom time can be effectively compensated for, at least at the kindergarten level, by regular contact with francophone peers.

The positive effect of native models other than the teacher on the performance of second language learners has been noted by Hamayan (Note 4), who compared the oral performance in French of students in an early immersion program to that of students studying in a regular French school (submersion). Hamayan found that the performance of the submersion students was significantly better than that of the immersion students. Furthermore, the performance of the submersion students was in some cases not significantly lower than that of the francophone students. The performance of the Accueil II group in the present study suggests that even a more limited contact with native peers in the classroom has a similar effect.

One issue which was not discussed above and which may have influenced the performance of the Accueil groups is the linguistic background of the students in those groups. Two aspects related to this factor are noteworthy. Firstly, the students in the Immersion group were all native English speakers and, though they were encouraged to communicate in French with the teacher, English was the natural language of communication among the students themselves. The students in the two Accueil groups spoke different native tongues; hence, for at least some students, French may have been the only common language. There is, thus, additional pressure in the classe d'accueil to actively use French as a means of communication.

Secondly, many of the students in the two Accueil groups spoke some English aside from their native tongue. Some researchers (Bialystok and Frӧhlich, 1977; Lococo, 1976) have found that bilingual students learning a third language performed better in that language than monolingual students learning the same language as a second language. Lococo claims that the learning of the third language is facilitated by the experience from previous second language learning. This factor may also have influenced the performance of the students in the two Accueil groups.

It should be noted that the results of the present evaluation must be interpreted cautiously because of the small number of students in some of the classes and because of the possible influence of other variables such as socio-economic background and teacher effect. Nevertheless, the findings suggest that the development of production skills, i.e., the ability to speak in the second language, is influenced not only by more intense exposure to that language but also by contact with non-English

speaking peers and in particular with native French speakers, other than the teacher. It would seem advisable for immersion programs, as well as classe d'accueil programs not situated in a French milieu, to provide some contact with francophone peers, either as part of the curriculum, or as extra-curricular activities.

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Table 1

Sample sizes

Early Immersion	19
Classe d'accueil I[a]	15
Classe d'accueil II[b]	7
French control	12

[a]Classe d'accueil located in an English school

[b]Classe d'accueil located in a French school

Table 2

Summary of Coloured Progressive Matrices test scores[a]

	Mean	Range
Early Immersion	18.95	11-30
Classe d'accueil I	21.13	11-28
Classe d'accueil II	16.42	12-25
French control	16.50	13-20

F ratio: 2.542

df: 3.49

[a]maximum score is 36

Table 3

Summary of test results[a]

(1) Comprehension test (45)[b]

	Early Immersion	Accueil I	Accueil II	French control	F ratio
Total correct	30.10	33.60	32.29	39.25	5.621*
Subtest I (25)	18.16	20.00	19.86	23.58	6.837***
Subtest II (10)	7.63	8.07	7.29	9.00	1.872
Subtest III (10)	4.31	5.53	5.14	6.66	3.03*

(2) Elicited imitation (34)

Early Immersion	Accueil I	Accueil II	French control	F ratio
13.78	25.14	23.00	30.41	33.265***

df: 3,47

* $p < .05$

*** $p < .001$

[a]Mean scores joined by a line differ significantly from one another according to the Newman-Keuls Test of Multiple Comparison Procedure.

[b]Maximum scores in parentheses

Table 3 (cont'd)

Summary of test results

(3) Oral production

	Early Immersion	Accueil I	Accueil II	French control	F ratio
- number of syntactic units	21.33	28.93	36.57	36.42	20.63***
- mean length of a syntactic unit	2.71	3.22	3.81	4.03	7.781***
- mean value of syntactic unit	1.41	1.78	1.73	1.89	21.831***
- average complexity of syntactic unit	1.27	1.72	1.90	2.16	15.637***
- lexical errors[a]	(.07) .54	(.10) .64	(.06) .49	(.008) .18	6.24
- questions answered[a]	(.68) 1.93	(.93) 2.60	(.96) 2.74	(1.00) 3.03	24.41***

df = 3,47 *** < .001

[a] Analysis of variance based on transformed scores. Ratio values presented in parentheses represent the untransformed scores as derived from the transformed scores.

APPENDIX

Tests used

Coloured Progressive Matrices. Raven, J.C., London: H.K. Lewis, 1962.

French Comprehension Test/Primer. Barik, H., OISE, Toronto, 1977.

Tests used (cont'd)

Elicited Imitation Test

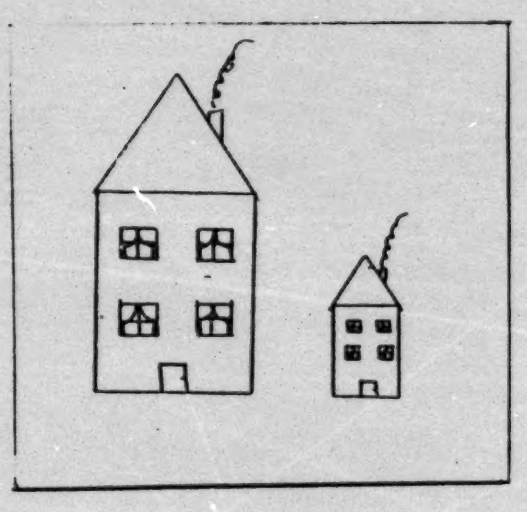
Sample sentences:

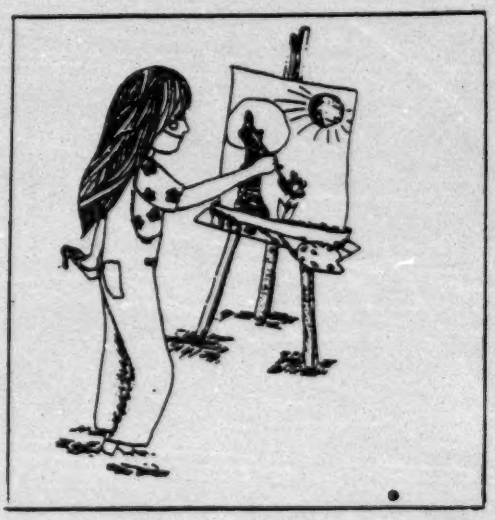
Le chat noir boit du lait.

Le petit bébé est dans son lit.

1. François / lance / un ballon / à Henri /.
2. Le grand chien / mange / la petite poule /.
3. Maman / me / donne / un manteau bleu /.
4. Je/ lui / montre / une belle image /.
5. Les jouets / sont / dans la boîte /.
6. La balle rouge / est / sur la table /.
7. J'ai mangé / des pommes / ce matin /.
8. Hier / les enfants / ont vu / le cheval noir /.
9. Qui / a raconté / cette histoire /?
10. Ce sont / les livres / de mon ami /.

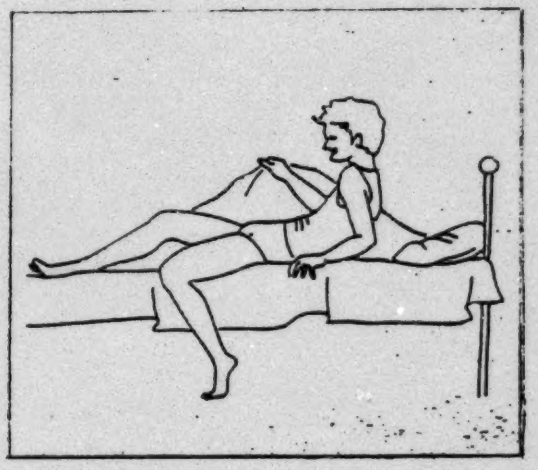
Tests used (cont'd)





Tests used (cont'd)

Tests used (cont'd)



Tests used (cont'd)